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Student to Student Marketing and Engagement: A Case Study of the University of Nebraska-Lincoln Libraries Peer Guides

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CHAPTER 8*

STUDENT TO STUDENT MARKETING & ENGAGEMENT:

A Case Study of the University of Nebraska–Lincoln Libraries Peer Guides

Joan M. Barnes

Introduction

This chapter examines an undergraduate student peer guide employment program that works to promote the University of Nebraska–Lincoln (UNL) Libraries' services and resources. As a part of this program, students engage peers by staffing booths at recruitment events, posting on social media, planning and implementing library events, and gathering feedback from students using surveys or other methods. Each peer guide is assigned to lead an area and to collaborate with the remaining peer guides on projects as needed. There have been challenges and successes within the UNL Libraries peer guide program, including the influence peer guides have on the creation and

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implementation of the marketing products themselves. The students become *de facto* advisors to the UNL Libraries' efforts to promote its services to students in their own age group. The UNL Libraries benefit from the advice given by the peer guides and in other ways, such as expanding our outreach to more students, increased publicity of Libraries resources and services, and from the feedback the peer guides get from other students.

Literature Review

Promoting services and resources and engaging constituents have become essential strategic goals for libraries. To achieve these goals, more libraries are employing communications professionals or assigning marketing and communications to current staff members already in the library. Academic libraries offer abundant services, and new students arrive on campus every year, so the need for marketing is constant. Many libraries have turned to student employees or volunteers to make connections with other students on behalf of the library. The expectation is that students will more easily engage and relate to other students, so they may be more successful in promoting the use of the libraries and its resources.

A review of the literature of peer-to-peer models reveals a variety of ways that libraries market library resources and services using instruction, reference assistance, technology assistance, and even as liaisons to student groups on campus. Betz, Brown, Barberi, and Langendorfer reported on the use of student ambassadors to market databases through instruction at the University of Connecticut Libraries in the Scopus Student Ambassador Program.¹ Miller described the library student liaison program instituted at Eastern Washington University and concluded that the program added more "student-friendly tools for communication" (e.g. social media), ways to get feedback from students, and that undergraduates became a focus of a strategic communications plan.² Millet and Chamberlain write that their library experienced an increase in the use of particular online databases when they partnered with peer tutors, outside the library, to market those resources.³ Twait describes the use of a marketing internship and collaborations with student organizations to assist a college library's effort to engage more students.⁴

A literature search did not uncover an exact replica of UNL's peer guides program, but certain elements of the programs reviewed are similar,

including use of social media, seeking feedback from students, and making service to undergraduates a focus of the UNL Libraries' strategic plan.

University of Nebraska–Lincoln Libraries

The University of Nebraska–Lincoln (UNL) Libraries is composed of seven libraries on campus that contain almost three million volumes of print books and hundreds of thousands of electronic books, journals, and other resources. We serve more than 6,000 faculty and staff and more than 25,000 undergraduate and graduate students,⁵ and we employ 121 faculty and staff and 170 students. Currently, our collections are currently moving into off-site locations, where they can be retrieved when requested. Valuable space within the library is transformed into new study and collaborative areas. In addition, student-centered academic activities were moved into the main library, including the First-Year Experience and Student Success Office, The Explore Center (advisors for undeclared student), and Education Abroad. Thus, two large rooms that once held collections or library offices were turned into study areas, an exhibit space was added, and a new Learning Commons opened within the main library. The Learning Commons, a twenty-four-hour study space, adds a service point offering reference and technology support, a coffee shop, fifteen group study rooms, a testing center, and three large areas of open study space. Within a few days of opening, traffic into the main library increased. After being open two months, it was at 90 percent use capacity several days a week during the late morning to evening hours.

The significant physical changes taking place at the UNL Libraries during the last three years transformed library spaces, services, and products as a result of considering the needs, study preferences, and information-seeking behaviors of undergraduate students. A new team was formed to help the UNL Libraries make these transformations possible and evolve into a student-centered library. The user experience and student success team (UX team), led by the special assistant to the dean for student success and user experience, works with other library departments on projects to improve the delivery of services, make webpages and online resources user-friendly, and transform the physical spaces within the UNL Libraries. Members of the UX team include the community engagement librarian, graphic designer, learning commons manager, staff development program officer, team assistant, web content and design specialist, and web usability and design specialist.

The UX team conceived the idea to establish a Peer Guide Program (PGP), and the program's goal and job description were written by the special assistant to the dean, the chair of the Reference and Instruction Services (RIS) department, and me, the community engagement librarian. Planning for the PGP began during the fall semester of 2013 with the primary goal of promoting UNL Libraries' services in a peer-to-peer format. The program would operate out of the RIS department, which offers research assistance and other front-line services directly to students. Under RIS supervision, the peer guides were to provide roaming reference services and impromptu tours.⁶ Secondary goals of the PGP were to solicit feedback from undergraduates and help with library events and outreach. These secondary goals helped the UX team continue to guide the Libraries' student-centered transformation.

Timeline of the Peer Guide Program

In November 2013, advertisements were posted on campus with Career Services and in the student newspaper. A pool of more than fifty students applied for four peer guide positions. Applications were reviewed, eight students were interviewed, and four students were hired to begin work during the spring semester of 2014. The students selected to be the first peer guides were all upper-level students, had high GPAs, and were involved in extracurricular activities. The peer guides were supervised by two RIS department staff members, the instructional support associate, and the research specialist. They trained the peer guides, scheduled their work, and coordinated their assignments. As the community engagement librarian and member of the UX Team, I am responsible for marketing, communications, events, and outreach. As a part of this role, I coordinated the peer guides' work for the UX team.

At the end of the spring 2014 semester, a meeting was held to discuss the implementation of the PGP and determine if any changes to the program needed to be considered. The staff involved in the discussion included both supervisors of the peer guides, the RIS department chair, the reference desk manager, the head of the UX team, and me. Feedback gathered from the peer guides in their duties revealed that roaming reference, their main activity, was not a comfortable practice and they felt that students responding to them were disturbed or "creeped out." Roaming reference was a new service for the UNL Libraries as well as the peer guides. It is possible that support for this new service was not adequate because it was not part

of the existing culture or menu of services already offered. An insufficient amount of activities to keep the peer guides busy in RIS was also an issue. Many times, the peer guides filled in at the reference desk and were not fully utilized for their purpose of proactive outreach.⁷

According to an internal document on the summary of activities of the first semester of the PGP, the peer guides spent the majority of their time assisting with events coordinated by me and conducting user surveys requested by other members of the UX Team. The peer guides were doing work that supported marketing and UX team activities, and it was a natural conclusion to move the coordination of the program to me, the community engagement librarian. The peer guides would continue to interact with other students but under the direction of the UX Team. In addition, the Libraries' strategic goal of increasing programming was further reason to move the coordination of the program, a move which was fully supported by the RIS department.

PGP Coordination Transferred to UX Team

When I became coordinator of the program, I had three objectives to accomplish by the end of that summer. The first objective was to break down the broad topics of marketing and communications into four main areas in which peer guides could provide assistance and leadership: outreach, social media, events, and user surveys—one area for each of the four peer guides. This division would make the workload manageable for each peer guide and allow them to develop their leadership skills in that area. While each peer guide leads one of the four areas within marketing, they are encouraged to collaborate on projects that cross multiple areas. Collaboration among peer guides provides them the opportunity to develop the soft skills of leadership, especially delegation, cooperation, and interpersonal communication.

The second objective was to hire new peer guides and promote my current student assistant into the peer guide program. That student had been assisting with publicizing the Libraries' events and social media. She would continue her work in that area, but she needed some additional training to be promoted to a peer guide. Only one current peer guide would continue under my supervision; all other peer guides had left the program. That left two spots open in the program to be filled.

The third objective was to prepare for training and supervision of the peer guides and to line up their projects for the coming year. Gathering ideas for projects from the rest of the UX team, determining a meeting

schedule with the group of peer guides, and thinking about the division of labor, set the tone for the program.

Recruitment, Training, and Supervision

In order to have an engaged group, we hire students that are outgoing, take initiative, work independently, and have great problem-solving skills. There is an effort to match the student’s area(s) of study or personal interest to the UNL Libraries’ needs. Often, their job applications provide clues about their interests, but most often they come out during the interview process. During the job interview, one potential peer guide majoring in environmental science expressed her career goal was to work outside doing something both educational and fun. She was hired and assigned to assist with the SciPop Talks, a series of presentations that combine science topics and popular culture in a fun way. The Libraries co-sponsor the talks with the Chemistry Department each spring semester. As a science major, this particular peer guide had the right knowledge to help develop the online bibliography for the series and to work closely with one of the science librarians. It was a great match to her interest because the SciPop Talks are educational and fun at the same time.

The strategy of matching interest with the assigned work leads to a peer guide invested in achieving a successful project. During the interviews, the student is told that they can use their experience as a peer guide to leverage more rewarding career experiences in the future. Figure 8.1 shows each of the peer guide’s major area of study matched to the area of responsibility they were assigned in the program. The Libraries benefit from the marriage of interests or major to responsibilities because the quality of projects is better.

LIBRARIES NEED	MAJOR OF STUDENT
Outreach & Surveys	Pre-Health/Nursing
Event Planning	Hospitality
Sci POP Talks & Marketing Surveys	Business Finance/Environmental
Social Media	Public Relations/Advertising
Social Media Visuals	Graphic Design

Figure 8.1. Matching interests and majors of the peer guides to their assigned areas of responsibility.

Each hired peer guide receives an ASKus badge, to identify them in public, and begins reference assistance training with the instructional support associate. Under the UX team, the peer guides are no longer expected to perform roaming reference or work at the Reference Desk; however, when they are in the public areas of the Libraries, the peer guides are expected to help people locate a book or a resource. If they receive a more complicated question that they can't answer, the peer guide is expected to escort the patron to an ASKus service point.

For the remainder of the training, the peer guides read documents, including talking points and brochures about the Libraries, an office procedure manual, and a document outlining general expectations of all student employees that was developed by the Libraries' Dean's Office personnel. The expectations outlined in that document cover a range of topics, including time cards, office etiquette, dress codes, and emergency procedures. The last item they review is the Libraries website. My style of training combines instruction and demonstration. Even the most outgoing peer guide has to work up the courage to approach a stranger in the library and ask them to take a survey. Instructions didn't work alone for some tasks and I needed to model behavior that the peer guides were expected to follow.

Polo shirts were another addition to the program. In our first meeting as a group, all of the peer guides agreed that more identification and visibility of the program were needed. They were in favor of wearing a special polo shirt when they were in the public areas of the library, and one of them volunteered to research the options and present a selection of possible designs to the rest of the group. Consensus was reached on the color and design, and the polo shirts were ordered.

Outreach

Outreach for the UNL Libraries includes staffing booths at recruitment and orientation events sponsored by the UNL Admissions department. UNL recruitment days, known as Red Letter Days, include an hour-long information fair in which prospective students and their parents walk around a ballroom at the student union and visit with representatives of various UNL departments. A representative from the UNL Libraries is always in attendance, and from 2001–2014 that representative was either me or one of a small group of the most extroverted volunteers from the Libraries staff

or faculty. The response from prospective students and their parents was mixed, even when we initiated conversations with people. The parents would stop to chat and seemed more interested in the Libraries than the prospective student. That changed when a peer guide was assigned to coordinate outreach and represent the Libraries at recruitment events. The first peer guide assigned to outreach started as a freshman and is now a sophomore. The peer guide had previous experience in a retail shop and her personality was positive and outgoing. She maintained the supplies, staffed the booth, and we worked together on crafting talking points about the UNL Libraries, including the construction of the Learning Commons.

The peer guide staffed sixteen Information Fairs/Red Letters Days during the fall and spring semesters. I accompanied the peer guide to the first Information Fair in order to train and observe her. She took the initiative to greet people, and more prospective students stopped to visit the booth and have a conversation. Our brochures were picked up by more people. Assigning a peer guide to do outreach by staffing our booth at various recruitment events created a great first impression and connection between prospective students and the UNL Libraries. Most important, more prospective students stopped by the Libraries table when a peer guide staffed the booth.

Social Media

The UNL Libraries has a presence in Facebook, Twitter, Instagram, and maintains a blog. I manage all of these accounts with the help of the peer guides.

A peer guide was assigned to help engage UNL students via each of our social media channels. The peer guide writes most of the posts, which I review and edit if needed. Hashtag creation is a collaborative effort and discussion. Peer guides also contribute ideas about what to post. They have opinions about favorite resources and what they know their classmates will want to use. Peer guides suggested promotion of specialized software and equipment offered by the Media Services Department and of specific study areas. All content is added into a content calendar spreadsheet to track and recycle some of the posts, especially those about services and resources, in the future.

The peer guide also proposes ways to increase our following or interactions. For example, a peer guide suggested writing the Libraries' Twitter

or Instagram handle on popcorn bags. When the peer guides take the commercial popcorn popper into the library, they distribute the bags filled with hot fresh popcorn to students.

The peer guide assigned to social media does the majority of posts. The other peer guides contribute to the Libraries' social media accounts to a lesser degree. They might live tweet at an event (i.e. SciPop Talks) or post photos to Instagram. To ensure that all peer guides understand fully the responsibilities of representing the UNL Libraries' voice online, each of them signs a social media contract before they are given access to the accounts.

The social media contract outlines the responsibilities, expectations, the University brand, computer use regulations, and other parameters (See Appendix 8A). The contract provides a safety net for the Libraries. If the peer guide does not comply with the contract, their employment as a peer guide can be terminated. The UNL Libraries' social media contract is based on a contract developed by Tyler Thomas, the social media specialist and content creator working in UNL's central Communications Office. He developed it for use with other students assigned to campus social media. The contract was revised to match more closely the needs of the UNL Libraries.

At the start the 2015–16 academic year, a peer guide majoring in graphic design was hired to assist the full-time graphic designer in the UX Team and support our social media efforts with graphics. She has created graphics for each of the Libraries' workshops and events so that we can post something more than just a text announcement. The eye-catching graphics have improved the metrics of UNL Libraries' Facebook page. Before the PGP began, our Facebook "likes" had reached a plateau. The number of "likes" for our page has started to increase with the inclusion of visual content.

The Libraries' social media has benefited from the PGP with content that engages students, ideas that increase social media followers and engagement, and by providing the support to do social media during events.

Programs and Events

The UNL Libraries host and sponsor a variety of events that includes receptions, presentations, exhibits, workshops, and activities for students during finals. The peer guides have varying levels of involvement in events, from planning to set-up, and from hosting to evaluation.

In the fall of 2014, a student majoring in hospitality, restaurant, and tourism management was hired to assist with program planning on two major upcoming events, and to develop tools to sustain future planning as demand for programming and events increases. In order to keep the numerous events in a semester organized, the peer guide was assigned the task of developing an events checklist form and a template for an event timeline script. To create the checklist, the peer guide and I brainstormed and assembled a list of tasks based on both our previous program planning experiences. She added items to our list based on additional research. The checklist was used throughout the year to plan other programs and continued to be refined as needed. Some examples of tasks on the checklist include determine catering menu, reserve room, and other logistical details of implementing an event.

The template for the script timeline (See Appendix 8B) is used on the day of the event and outlines the sequences of tasks that need to be done in preparation before, during, and after the event itself. The hospitality peer guide created a script for our needs based on one from another institution. Our template includes a list of equipment needed, library staff and peer guides working the event, and a timeline sequence of the tasks and who is responsible for them.

Two major events were scheduled during the academic year along with many smaller events. The first major event was a reception for a new gallery and opening exhibit, which was attended by the chancellor of the University, faculty from several departments, donors, and alumni. I was able to delegate tasks to the hospitality peer guide due to the training and modeling of responsibilities she experienced. She handled all aspects of the event, including catering, rentals, flowers, and nametags. The hospitality peer guide worked with the other peer guides and employed them as greeters in the lobby to escort guests up to the second-floor gallery space. They were also on hand to give tours of the library upon request. The presence of peer guides in such a visible capacity at this donor event bolstered the event because the donors and alumni were reminded that students are the beneficiaries of their support to the UNL Libraries.

The second major event was our popular talk series, SciPop Talks, conceived by one of the science librarians and two chemistry faculty members. The talks feature topics that meld science and popular culture. Peer guides assisted with this event in two interesting ways: the creation of an

online bibliography (Libguide) for the series and live-tweeting the presentation via the UNL Libraries Twitter feed.* Two of the four peer guides were science majors during the spring of 2015, and they collaborated on the creation of the online bibliography for each talk. They searched the Libraries' catalog and chose materials (books, games, videos) that could be listed in the bibliography and displayed at the talk. Some of the topics they searched included: fermented foods, radioactive properties of super heroes, and fire and explosions in films. Peer guides live tweeted interesting facts and points the speakers made during each presentation. The peer guides also responded to other members of the audience (online or in the room). The live-tweeting provides another way we can engage students in library programs.

Major events like those described above require significant planning, but there is also room for spontaneity in programming. At times the peer guides are asked to go into the public areas of the Libraries or other campus buildings and promote a service or resource to students. For example, two of the peer guides set up a table and laptop in the main library's lobby for a few hours to promote our print service to students. They engaged with students, demonstrated the steps to activate accounts, and gave them candy or a stress ball when it was completed. This type of event can be set up in a moment's notice within the libraries. We have used this type of promotion numerous times to inform students of our ASKus service, the upcoming learning commons, and the Big Red Ruckus event.

Surveys

Feedback from students that use the library, and even those students that do not, is an important part of understanding the user experience. This feedback guides the UX team's work. The peer guides help get feedback from students in two ways: first, by posting questions on a mobile white board and collecting the answers; and second, by asking students face-to-face to participate in a survey. One of the first questions the peer guides posted on a white board asked students to share the titles of their favorite books. Peer guides gathered the answers and created an online bibliography with the results. That bibliography has since been used as an acquisitions list for a popular fiction section added to the new learning commons.

* SciPop Libguide URL: <http://unl.libguides.com/scipoptalks>.

The UX team has also developed brief traditional surveys (printed or online) and assigned the peer guides to recruit students to take the surveys. The peer guides recruit both in the libraries and in other campus buildings. This experience usually yields a rapid collection of feedback from students and large samples of surveys. For the last two years, the peer guides have administered a survey on the recognition of the UNL Libraries' ASKus service brand. The peer guides are given directions on how to administer the survey by one of the UX team members. They take stress balls or pens that they can use to reward students for completing the survey. We record the number of surveys done at each location, and if we feel a location is not well represented, then we will send the peer guide back to that campus building to recruit more survey takers. None of the peer guides have given us negative feedback about the surveys or going out to recruit survey participants. The information yielded from these surveys has been valuable to the UX team in making changes to the Libraries website, services, or facility.

Challenges

The PGP has been a mix of challenges and successes for the Libraries and the peer guides. The challenges include hiring and training new peer guides on an annual basis and the number of qualified students to select from in the employment pool available.

It takes time and energy to hire, train, and supervise peer guides. Hiring involves time to search the student employment database for students with the right qualifications and availability. Next is time to schedule and hold interviews. Training involves other staff and their time. Hiring and training is done on an annual basis, and sometimes every semester, depending on the rotation of students. After training comes day-to-day supervision, planning, and communicating about projects. Prioritization, advance planning, and blocking time to mentor are critical factors that help me meet the time challenges required to successfully coordinate this program.

Finding the students with the type of majors or interests in the employment pool of available students can also be a challenge. Many UNL students seek employment with the UNL Libraries and the choices within the pool are very good for some of the needs we have in the PGP. There

are many students with majors such as business, marketing, journalism, and English that could help with social media. However, when it comes to events and programs, there may be only one or two students with a hospitality major in our employment database. The student that was hired as the hospitality peer guide was referred to the PGP by one of the other peer guides. She assisted with events for one year as a peer guide and left for an internship. Since then, we have been unable to replace her. The Hospitality, Restaurant, and Tourism Management department requires its students to have a certain number of internships before graduation, which may be the reason why these students are not applying for jobs in the Libraries.

The demand for programs and events is increasing and we will work with the Hospitality, Restaurant, and Tourism Management department to set up an internship for this specific peer guide position to find many more qualified applicants.

Successes

The successes of the PGP have been numerous and include reaching out to more students, receiving valuable advice, ideas, and information from the peer guides, and success for the peer guide when the leadership skills and experience they gain propels them onto new opportunities.

The peer guides have helped the UNL Libraries reach more students through all the methods described in this chapter. More prospective students stop at our booth when it is staffed by a peer guide, and having the peer guides go out into the library with the popcorn machine and information to share with other students has been a big hit. Our increase in likes and followers on Facebook and Twitter demonstrate that we are reaching them online as well.

The challenge of hiring peer guides each year is counterbalanced by the fact that each new peer guide brings fresh energy and different ideas to the program. That is the case with the peer guides assisting with the social media during 2015–16. Peer guides share advice on the Libraries' marketing materials, programming ideas, or how the Libraries can support students during finals. Our peer guides represent the demographic we are trying to reach and serve, so their feedback is of great value.

Another sign of success for the program is when the peer guides use the experiences and skills they have gained in the program to leverage a

new opportunity for themselves such as a prestigious internship. That was the case for three of the peer guides so far. In addition, the peer guides gain skills in leadership, marketing, interpersonal communication, and other soft skills.

Conclusions

Despite all of the hard work coordinating the PGP, I love mentoring these students. As a librarian and a marketer working in an academic environment, this program gives me an opportunity to turn the office into a classroom and mentor through real-life projects. At the same time, the peer guides gain leadership skills and experiences that they can use in the future. Benefits to the UNL Libraries include greater outreach potential, more publicity of our services and resources, and more feedback from other students. All of that ultimately shapes our strategic plans for the future.

Appendix 8A

N Social Media Contract – Peer Guides – 2015 University of Nebraska-Lincoln Libraries

Goal: Highlight appropriate Libraries experiences that would engage or peak interest from prospective undergraduate students. Through social media, the expectation is to share content regarding University of Nebraska–Lincoln Libraries services, events, and resources.

PROJECT REQUIREMENTS

- Social Media Platforms involved: Facebook, Twitter, Instagram
- Minimum of 5 posts total must be written on a weekly basis (includes all outlets), sporadically during the week
- Place your initial in the content calendar (excel sheet) once you have made your post
- Encouraged to post more during exciting events, social functions, etc.
- You will be posting on the University of Nebraska–Lincoln Libraries' accounts. Both the coordinator of the Libraries social media and your supervisor have the right to delete/change/add/edit any posts within each specific social media outlet. If at any time you disagree with the supervisor regarding the content of your posts, the supervisor's opinion/decision controls.

SOCIAL MEDIA ENGAGEMENT

- Must reply to any comments/feedback within a 24 hour window or notify your supervisor if you are unable
- Questions outside your knowledge should be forwarded to the Joan Barnes, unless provided in the "Stock Responses" Guide (located in the CommDev Drive)
- Any inappropriate comments, questions or concerns (such as references to drugs, alcohol, or tobacco, sexual activity, pornography, violence, threats, or harassment) must be reported to your supervisor before interacting with or deleting the post

UNIVERSITY COMMUNICATIONS

- You are an employee of the University of Nebraska–Lincoln, which means you must pay attention to branding. UNL has partnerships with Pepsi and Adidas. This means you cannot promote or feature other soda brands, sports brands or other universities the Libraries social media accounts. Any questions regarding branding should be directed to Joan Barnes.
- Refrain from posting anything with images or references to alcohol-use, tobacco-use, drug-use, sexual activity, pornography, violence, threats, harassment, or any illegal activity. Your audience involves minors.
- Be mindful that we are an open University and do not support one particular religion or political affiliation. Please use your best judgment.
- As a brand ambassador for the University of Nebraska–Lincoln, any work-related projects must be confidential and not shared with other institutions during your employment.

OTHER REQUIREMENTS & CONSIDERATIONS

- Social media is a 24-hour window into your world. Be mindful that many audiences may be following our online presence and may post on our outlets.
- All activities that you engage in have the potential to be posted publicly online by you or others. As a representative of the University Libraries via social media, any activity that is available publicly can affect your employment.
- Each peer guide is responsible for protecting the Libraries social media account usernames and passwords.
- If at any time, the coordinator of Libraries social media deems any post as something inappropriate or detrimental to the Libraries reputation, the Peer Guide must post a retraction and apology across all affected platforms within 24 hours. Such a post may result in disciplinary action up to and including termination of employment.
- Peer Guides cannot use the Libraries social media platforms for personal gain (i.e. additional pay, marketing own personal business ventures, exploiting other students, faculty, staff). If at any point, the Peer Guide uses the social media accounts in an inappropriate way, the supervisor has the right to determine appropriate consequences.

Signature _____ **Date** _____

Permission for use of contract granted. 2015.

Appendix 8B. Template Event Script

Name EVENT

Staffing: Name (Initials): Times

Date (start time—end time)

Name (Initials): Times

Name's Cell Number: ###-###-####

Items Needed (person responsible)

- ☐ Trashcan from 4th floor storage
 - o Skirted
- ☐ Podium from LIR (JB pick up am)
- ☐ Sound System (JB)
- ☐ Grey cart (CM)
- ☐ Alcohol permit sign (JB)

Day (Date) (Example Tuesday (3rd)

- ☐ Sign in room about event and closure

Day (Date)

Set up

a.m. —###:## am

- ☐ AAA Rental arrives with tables, chairs, linens, plates, glassware, utensils

11:00 a.m.

- ☐ Put everything on grey cart (Initials of those responsible)
 - o Name tags, nametag printer, tablet, library tablecloths, signs, keys to study room & conference room, print of RSVP list, clear packing tape, remarks for podium

2:00 p.m.

- ☐ Close Room
- ☐ Room set up—podium/sound system/ and chairs at the north side of room.
 - o Number of chairs, tables, positions & locations
 - o Drawing available if possible
- ☐ Staff/students help move room
 - o Directions listed
- ☐ Conference Room set up
 - o Directions listed

3:00–3:30 p.m.

- ☐ Florist arrives
- ☐ Caterer arrives

5:00 p.m.

- ☐ Music Group arrives—three chairs for them
- ☐ Welcome table staffed (Initials of peer guides responsible)
- ☐ Greeting in Lobby (Initials of peer guides responsible)

Start of Event

5:30 p.m.

- ☐ 30-minute reception
- ☐ Music plays during reception
- ☐ Appetizers & drinks served

5:55 p.m.

- ☐ Give Chancellor 5-minute warning

6:00 p.m.

- ☐ Chancellor welcomes group & introduces Dean
- ☐ Library Dean speaks & introduces Program speaker
- ☐ Program Speaker—15-minute program

6:30 p.m.

- ☐ Reception continues
- ☐ Music plays during reception
- ☐ Appetizers & drinks served

Post Program

7:00 or 7:30 p.m.

- ☐ Put all of AAA's property in the dock

Friday 6th

9:00–11:00 a.m.

- ☐ Put room back (staff & students)
- ☐ AAA Pick Up

Notes

1. Brie Betz, Stephanie Willen Brown, Deb Barberi and Jeanne M. Langendorfer, "Marketing Library Database Services to End Users: Peer-to-Peer Outreach Using the Student Ambassador Program (SAm)," *The Serials Librarian: From the Printed Page to the Digital Age* 56, no. 1–4, (2009): 250–254, doi: 10.1080/03615260802687088.
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